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ABSTRACT

A study was conducted to determine how often newspaper comic strips deal with the topic of reading and how often a positive attitude is revealed toward the act of reading. From January 1984 through December 1984, daily and Sunday comic strips from the "Newark Star Ledger" were reviewed. Counted or recorded were the number of times reading was the subject of the comic strip, the kind of attitude portrayed, and the kind of reading participation the characters exhibited. The results, 52% positive references and 48% negative references, do not suggest a significant difference in the portrayal of reading as a positive or negative activity. Most often the characters themselves were seen reading, during which time 69% of the material was read inactively as opposed to 31% of the material actually being read aloud. Male characters (79%) were seen participating in a reading activity more often than female characters (21%). The characters used the newspaper more often than any other material, with books being the second most popular choice. Newspapers could reinforce positive feelings toward reading by increasing the number of comic strips that show reading as a worthwhile activity. (Reviews of related literature, references and numerous tables of findings are included.) (EL)

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ATTITUDES AND VALUES ABOUT READING AS CONVEYED BY NEWSPAPER COMIC STRIPS

BY
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Presented in Partial Fulfillment
of the Requirements of the
Master of Arts Degree

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ABSTRACT

This comic strip content analysis dealt with the tabulation and categorization of all references to reading during a one year period. All references were noted, tabulated and categorized according to attitude expressed, sex of character reading, material used and purpose. The major findings were: no significant difference in attitude toward reading was found, male characters were pictured reading more frequently than female characters and the newspaper was used most often. The comic strip themes and characters can play an important part in the development of a positive reading attitude but the conclusions of this study do not indicate they are doing so.

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In his report, George Sullivan (1976) concluded that people read for the following reasons: 1) to solve particular problems, 2) to help others, 3) to seek support and encouragement of their belief or practices, 4) to gain a particular economic level by gaining or improving job skills, 5) to seek psychological escape, 6) to find joy and pleasure in the written word, 7) to expand and enlarge their environment and horizons. Affective concerns, including interest, attitude and motivation are important to reading because they provide the desire and the will to read (Alexander and Filler, 1976). How children feel about reading is intimately related to their success at it (Mc Clendon, 1966). Often the sources developing feelings about reading are beyond the control of the classroom teacher. The newspaper is one such source.

That newspaper reading is a major influence in the lives of boys and girls is indicated by the fact that they spend more time with it than they do with magazines or in the voluntary reading of books (Norvell, 1983). The newspaper is one of the most readily available and highly motivating resources for teaching at all levels (Rhoades and Rhoades, 1980).

Each part of the newspaper promotes reading. Comics have provided satisfying leisure reading for millions of children throughout the world (Wright, 1979). They are interesting, informal, colorful and humorous. Comics show the world and life in a novel way by taking the serious and animating it (Richie, 1979). Comic books and their heroes are increasingly more visible to the school age child and thus a greater part of their lives (Dorrell and Southall, 1982).

The purpose of this study was to determine what attitudes and values toward reading these influential characters portray. While completing the research it was assumed that some comics deal with the subject of reading, that these

comics are read by children and that these children are influenced by what they read. Due to a time allotment, a limited selection of comics was investigated. The materials selected are also only a small sample of the reading materials children use.

HYPOTHESIS

To provide research in this area, a study was conducted to determine how often newspaper comic strips deal with the topic of reading and how often a positive attitude is revealed toward the act of reading. It was hypothesized that newspaper comic strips do not positively reinforce the act of reading through conversations and visual cues.

DEFINITIONS

Comic Strip: A strip of cartoons printed in a newspaper relating a variety of incidents

Positive Attitude: A viewpoint which represents reading as a favorable activity

PROCEDURES

The Newark Star Ledger was the local newspaper used for review. The issues used were dated January 1984 through December 1984. Daily and Sunday comic strips were both reviewed.

A count of how many times reading was the topic for each comic strip was made. In each of these instances, it was determined whether a positive or negative attitude was portrayed about the activity of reading.

A study of the characters reading themselves was also done. The characters were listed as either male or female and it was noted how many times they were seen reading. The materials they read were recorded as newspaper, book, reference material, or other which included magazines, signs,

notes, etc. It was also determined whether the characters read the material actively, the actual conversations recorded, or inactively, i.e. just shown reading.

RESULTS

Table I indicates that in The Newark Star Ledger comic strips, four hundred twenty seven instances of reading were discernable during the course of the year 1984 (three hundred sixty five daily and Sunday issues). There were three hundred thirty seven male initiators and ninety female. Two hundred ninety five of the instances were classified as inactive, i.e. character just shown reading, and one hundred thirty two were classified as active, the actual conversations recorded. Twenty three references to reading were noted. Twelve made positive comments and eleven commented negatively.

TABLE I

TOTAL TABULATIONS FROM THE DATA REPORTED IN APPENDIX

Comic Name	References		Portrayals		Initiator	
	+	-	I	A	M	F
Agatha Crumm	0	1	11	3	5	9
percentages	0	100	79	21	36	64
Amy	0	0	10	1	7	4
percentages	0	0	90	10	64	36
Andy Capp	0	0	20	1	21	0
percentages	0	0	95	5	100	0
Apt. 3G	0	0	2	0	1	1
percentages	0	0	100	0	50	50
The Better Half	0	0	23	5	20	8
percentages	0	0	82	18	71	29

TABLE I (cont.)

TOTAL TABULATIONS FROM THE DATA REPORTED IN APPENDIX

Comic Name	Reference +	Reference -	Portrayals I	Portrayals A	Initiator M	Initiator F
Beetle Bailey	1	0	4	7	11	0
percentages	100	0	36	64	100	0
BC	0	0	6	31	36	1
percentages	0	0	16	84	97	3
Blondie	1	0	12	4	13	3
percentages	100	0	75	25	81	19
Brenda Star	0	0	0	3	2	1
percentages	0	0	0	100	67	33
Dennis Menance	2	2	29	0	26	3
percentages	50	50	100	0	90	10
Family Circus	2	0	12	4	10	6
percentages	100	0	75	25	63	37
For Better/Worse	0	1	19	1	16	4
percentages	0	100	95	5	80	20
Fred Basset	1	0	7	2	6	3
percentages	100	0	78	22	67	33
Funky Winkerbean	0	0	5	13	17	1
percentages	0	0	28	72	94	6
Garfield	0	0	0	1	1	0
percentages	0	0	0	100	100	0
Hagar Horrible	1	1	1	2	3	0
percentages	50	50	33	67	100	0
Heathcliff	0	0	7	1	6	2
percentages	0	0	88	12	75	25

TABLE I (cont.)
TOTAL TABULATIONS FROM THE DATA REPORTED IN APPENDIX

Comic Name	References		Portrayals		Initiator	
	+	-	I	A	M	F
Hi and Lois	0	1	21	2	19	4
percentages	0	100	91	9	83	17
The Lockhorns	0	1	9	2	8	3
percentages	0	100	82	18	73	27
Mark Trail	0	0	0	0	0	0
percentages	0	0	0	0	0	0
Marvin	0	1	7	3	6	4
percentages	0	100	70	30	60	40
Mary Worth	0	0	5	1	2	4
percentages	0	0	83	17	33	67
Momma	0	1	8	9	6	11
percentages	0	100	47	53	35	65
Nancy	3	0	13	3	5	11
percentages	100	0	81	19	31	69
The Neighborhood	0	0	5	1	6	0
percentages	0	0	83	17	100	0
Peanuts	1	1	4	14	13	5
percentages	50	50	22	78	72	28
Rock Channel	0	0	2	5	5	2
percentages	0	0	29	71	71	29
Steve Roper	0	0	0	5	5	0
percentages	0	0	0	100	100	0
Wizard of Id	0	1	3	6	9	0
percentages	0	100	33	67	100	0

TABLE I(cont.)

TOTAL TABULATIONS FROM THE DATA REPORTED IN APPENDIX

Comic Name	References		Portrayals		Initiator	
	+	-	I	A	M	F
Ziggy	0	0	51	2	53	0
percentages	0	0	96	4	100	0
TOTALS	12	11	296	132	338	90
PERCENTAGES	52	48	69	31	79	21

As can be seen in Table I, the 52% positive references and 48% negative references do not suggest a significant difference in the portrayal of reading as a positive or negative activity. Some statements that characters made would encourage children to read. On August 7, Beetle Bailey was interested in finding out the reason for Plato's intelligence. Plato responded by saying, "By reading. If you want to improve your mind read everything you can." Children also made encouraging statements about the participation in a reading activity. On April 10, Nancy referred to reading as "her favorite non-edible pastime" and on April 13 she referred to reading as "a good habit" and continued saying, "I read everything I get my hands on." In the comic Family Circus two positive references to reading were also given by children. On April 8, the boy was watching TV and had blank thoughts but when he was shown reading, he was imagining many characters. His statement explained, "TV puts pictures in your eyes but books put the pictures right inside your mind." On June 10, a similar circumstance was portrayed. The boy stated, "If I ever feel lonely, I open up a good book" and was shown reading and imagining the characters. On the other hand, characters made negative statements about reading almost as many times as they positively

commented. On October 7, Dennis the Menance and his friend were discussing Margaret and her reading. Their negative reaction was, "Margaret gets awfully confused sometimes." "Yeah, that's what happens when ya read too much." Another negative statement was recorded on July 7 in the Peanuts comic. Sally said, "I like reading. I like it when you're almost to the end of a chapter and you fall asleep." Surprisingly, when the wizard was told that two-thirds of the population was illiterate his response was "Great" in the December 8th comic of the Wizard of Id. Marvin also commented negatively about reading on November 17 when he said, "I hate it when grownups sit down and read. No one else can participate."

Results of Table I also indicate that most often the characters themselves were seen reading; 69% of the material was read inactively as opposed to 31% of the material actually being read aloud. Male characters also participated in a reading activity much more often than female characters did, 79% males versus 21% females.

TABLE II

TABULATION OF THE TYPE OF MATERIALS READ BY CHARACTERS

Comic Name	Book	Newspaper	Reference	Other
Agatha Crumm	0	6	0	8
Amy	3	6	0	2
Andy Capp	0	21	0	0
Apt. 3G	1	1	0	0
Better Half	7	18	3	0
Beetle Bailey	1	5	0	5
BC	3	0	31	3
Blondie	5	6	5	0
Brenda Star	1	0	0	2
Dennis the Menance	13	13	1	1

TABLE II (cont.)

TABULATION OF THE TYPE OF MATERIALS READ BY CHARACTERS

Comic Name	Book	Newspaper	Reference	Other
Family Circus	10	4	0	2
For Better/Worse	14	4	0	2
Fred Basset	1	8	0	0
Funky Winkerbean	13	5	0	0
Garfield	1	0	0	0
Hagar Horrible	1	0	0	2
Heathcliff	1	4	1	2
Hi and Lois	8	11	0	4
Lockhorns	1	8	0	2
Mark Trail	0	0	0	0
Marvin	6	4	0	0
Mary Worth	3	3	0	0
Momma	1	12	1	3
Nancy	7	1	1	7
Neighborhood	2	4	0	0
Peanuts	7	0	1	10
Rock Channel	0	1	0	6
Steve Roper	0	5	0	0
Wizard of Id	3	1	0	5
Ziggy	6	4	0	43
TOTALS	119	155	44	109
PERCENTAGES	28	36	10	26

Table II indicates that newspapers were the most frequently read material in the 1984 comic strips and that books were the second most popular type reading material.

CONCLUSIONS

From this research several conclusions can be drawn. The comic strip themes regarded reading in both positive and negative terms. No significant difference in attitude toward reading was found. Therefore, the hypothesis stated cannot be supported by the results of this study.

Male characters read more than female characters did. The characters used the newspaper more than any other material. Books were the second most popular reading choice. The characters were also pictured reading these materials more often than reading them aloud.

IMPLICATIONS

How children feel about reading is intimately related to their success at it (Mc Clendon, 1966). If we want to ensure this success than we must develop a positive attitude toward reading. Many sources can be thought of as contributors to this development, one of which is the reading material children use. If it is agreed that children read the comics, it should also be agreed that the themes and characters play an important part in this development of a positive reading attitude. The implications of this study do not suggest that this is so. No significant difference was suggested between the portrayal of reading as a positive versus a negative activity. What message than is being given to the readers? We would hope to see more examples within the comics themselves promoting the idea that reading is a valuable experience.

The influential comic strip characters also play an important part in the development of these attitudes by serving as reading role models. Children are imitators, so what might they imitate after reading the comics? The majority of the characters shown reading were male. What does

this imply to the female reader, that reading is not as important to a female? Shouldn't reading be as important to both sexes? Children will imitate and identify themselves with cartoon characters, so these characters, both male and female, should serve as good reading role models.

ATTITUDES AND VALUES ABOUT READING AS CONVEYED BY NEWSPAPER COMIC STRIPS: RELATED LITERATURE

Many articles have been written discussing children and comic book reading. Advocates state that comics are a valuable source of reading material. Others argue that comic books are not only worthless but insidious (Witty and Sizemore, 1954). Zorbaugh's study (1949) reported that adults who read comics were more likely to approve of them for children than adults who did not read the comics.

The comic book has been a part of American culture since 1933. Weekly and Sunday comic strips have been around for twice that time, in newspapers in many different countries and languages (Wright, 1979). The first American comic strip, "Yellow Kid", greeted readers of Heart's New York Journal on October 18, 1896 (Wright, Spring 1979). Comic magazines became a vigorous national industry and a popular reading medium with the emergence of Superman in 1938 (Witty and Sizemore, 1954). In 1973 Couperie and Horn estimated that there were 100 million Sunday comic strip readers, 90 million of whom follow the comics daily. That same year it was reported that even in the age of domination by television, well over 90 percent of American children read comic books - and perhaps more surprisingly - approximately 50 percent of American adults do the same (Thompson and Lupoff, 1973). However, the criticism of the comics has persisted, and today is perhaps more frequently heard than criticism of another medium of communication - television (Witty and Sizemore, 1954).

When discussing the issue of newspaper comic strip reading several important questions come to mind : Do children read comics? Should children read them? What are they finding in the comics that is so fascinating? How may this reading affect developing tastes, attitudes, manners and values?

Studies on children's reading interests during the past four decades support the fact that children enjoy reading comics (Wright, 1979). Children of all ages, of

high and low IQ, girls as well as boys, good readers and nonreaders in good homes and poor ones - they all read the comics and read them with an avidity and an absorption that passes understanding (Frank, 1944). Dechant and Smith (1977) noted in their review of reading interest research that comic type reading material is very popular with primary, intermediate and junior high age students. Witty (1949) reported on a survey of 1,945 children in which 85 percent ranked the comic section of the newspaper as their favorite. Johnson reported similar conclusions in 1932. Harvey Lehman and Paul Witty (1927) found that looking at the Sunday funny paper was one activity most commonly participated in by boys and girls of ages 8 1/2 to 15 1/2 inclusive. Norvell (1973) questioned young people about their interests in a variety of activities. Children in grades 4 through 6 preferred comic strip and comic book reading over all other kinds of reading activities. Bender (1944) also found that comics are almost universally read by children.

Butterworth and Thompson (1951) analyzed differences in the interests of boys and girls. The general picture of boys' interests in reading comics consisted of those whose "contents, actions and stories are predominantly masculine, whose central characters find adventure through the mastery of danger, whose stories feature a good deal of crime and violence, whose main theme is sports and athletics and whose chief appeal is humor." The general picture of girls' interests consisted of those comics "featuring feminine characters and pursuits, a certain element of romance, dating, etc., and all varieties of humor."

The affinity between children and comics is too obvious for debate. Wherever there are children you are likely to find comic books and wherever there are comic books you will most certainly find children (Frank, 1944). For decades comic books have been rated by school age children

as their favorite reading material (Southall and Dorrell, 1982). So what is the explanation for this affinity?

Many authorities agree on the characteristics which make comics appealing. Robert Schoof Jr. (1978) describes comic books as fun to read. He continues saying the stories, characters and format are compelling and accessible to juvenile perceptions. They are easily comprehended even by poor readers. An additional plus lies in the amount of time required for their reading, from ten to twenty minutes. Frank (1944) notes that the outstanding ingredient that is common to all comics is action. They are also contemporary and easy reading. Burton (1955) agrees with Frank. He adds another basic attraction to the list, comic books appeal immediately to more senses than does straight reading. The following are the reasons Paul Witty (1950) gives for children reading comics: Comics present short, exciting stories which satisfy children's desires to escape from the routine or monotony of daily life; They are easily read and require relatively short periods of concentration; They present familiar characters in a series of related experiences; They are readily available, as near as the local newspaper, and inexpensive. Taff (1968) states that comics treat problem situations in a more realistic manner. He adds that comics provide an ideal bridge between picture reading and word reading.

Comics are intrinsically motivating as children want to understand the humor in order to laugh (Hallenback, 1976). Children also crave adventure, excitement and action. They find these qualities in abundance in the comics (Witty and Sizemore, 1955). It can be concluded that comic books are a part of the school age child (Dorrell and Southall, 1982). Yet, parents and teachers are divided in their opinions of the comic book. One side cries that they are vicious, immoral and terrible while the defending side says

that comic books are emotional outlets and aids to good reading ability (Carr, 1958).

Why do people adamantly hate comic books? Some of the reasons Carr (1958) states are:

1. Comics tend to crowd out reading of a more desirable type.
2. Poor readers get the story from pictures without making an effort to read the text.
3. The adventures portrayed are far removed from reality.
4. Incorrect grammar is spoken.
5. There is little or no progression of reading experiences.

The negative aspects of the comics according to Burton (1955) are that they make the following assumptions: That people are either all good or all bad, with no intermediate degrees, and that one can tell the difference usually by physical appearance alone; that romantic love and money lie at the heart of the problems of life; that the end justifies the means.

Carr (1958) lists reasons supporters give for reading comics:

1. Comic books are an integral part of our culture. They provide a basis for learning history, geography and science in a natural setting.
2. Vocabularies may be increased.
3. Comic books supply to children of low reading ability a form of reading experience which is thoroughly enjoyable.

According to Burton (1955) the success of comic books is aided by their low cost and availability.

In his article Frank (1944) suggests that all comic books are not alike. There are wide differences in content, style, art work and printing. He suggests judging each comic strip, like all other publications, on its own merits. Taff (1968) suggests evaluating comics on the same criteria you would use in selecting any other outside reading mate-

rial for children. He states you will probably find few grammatical errors; vocabulary similar to those pupils learn in spelling, social science and science; illustrations skillfully done to help convey the pace and mood of the story; a story structure that has a simplicity of character, action and plot.

However teachers and parents feel about children reading comic books it is evident that they will continue to do so. Comics are a form of reading which children take to without coaxing - nobody is urging comics upon them (Frank, 1944). Obviously, comics are a part of popular culture and could be studied for what they reveal about contemporary lifestyles, myths and values (Brocka, 1979).

As language develops, the child interacts with his environment and reacts to other people around him. Identification with adults and the need for appraisal become important factors in the child's self-concept. A child selects those characteristics of others which he desires for himself and adapts them. Those traits which are satisfying and socially rewarding are adopted (Edwards, 1972). Bandura (1977) found that behavior is learned observationally through modelling and attention to the model is important for learning to occur. Children are more likely to imitate models who are similar to themselves than unlike themselves (Stein and Friedrich, 1975).

Certainly literature must play a vital role in the development of people (Richardson, 1976). One participates in reading through imagination and identification (Shepherd, 1976). The fact that children identify themselves with certain cartoon characters is undoubtedly one reason for some children turning to them so frequently (Witty and Sizemore, 1954).

The right kind of reading may inculcate worthy ambitions and result in a healthy activity (Edwards, 1972).

Attitudes appear to be influenced to some extent by factors beyond the reader's control, such as content (Fredricks, 1982). Characters and situations in literature provide models for readers which they might not otherwise have (Bohning, 1981). Although there is no definitive research concerning the effect of printed media on forming pupils' values, many political, economic, social, religious and professional groups believe that the printed message is a powerful force by which to communicate society's values (Aaron and Anderson, 1981). Advertisers also have long recognized the importance of subliminal images - ads and commercials depict admired people engaging in activities and using products to inspire us to do as they do (Snyder, 1979). Cartoon characters may or may not be admired figures but appear in material that children value (Wright, 1979), and therefore can convey the message that reading is important, pleasant and valuable. But do they, is the question to be answered here.

Most students are introdued to the newspaper on their parents' laps through the "funnies" so there's a built-in motivation to learn through the comics (Richie, 1979). Comics can teach one in a lighthearted way how to deal successfully with the real world. McClendon (1966) and the Book Industry Study Group (1978) agree that we can learn much about how individuals approch reading by examining their feelings about the nature of reading. So it is important to analyze children's reading materials, of which the comics are one source, to see what attitudes toward reading are being conveyed. If much human thinking is analytical and associative, then we can change children's attitudes toward reading by altering and controlling the materials they work with (Snyder, 1979).

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APPENDIX

The following is the key used to record the data:

Initiator:	Purpose:	Reference:
M - male character	I - inactively	+ - positive
F - female character	A - actively	- - negative

All dates given are in 1984.

TABLE III

DAILY ACCOUNT FOR AGATHA CRUMM

Date	Initiator	Material	Purpose	Reference
2/2	M	report	I	
2/5	M	newspaper	I	
2/9	F	report	I	
2/12	M	newspaper	A	
2/13	F	report	I	
2/22; 10/25	F	resume	I	
3/7	F	newspaper	A	
3/24	F	resume	I	
3/25; 5/29	F	newspaper	I	
7/8	M	newspaper	A	-
10/26	M	brochure	I	
11/10	F	chart	I	

TABLE III TALLY

Agatha Crumm	14 portrayals	11 inactive	5 male	0 +
	1 reference	3 active	9 female	1 -

TABLE IV

DAILY ACCOUNT FOR AMY

Date	Initiator	Material	Purpose	Reference
3/16; 6/8	M	newspaper	I	
3/28	F	book	A	
4/10	F	magazine	I	
8/17	F	report	I	
9/11; 9/12	M	newspaper	I	
11/7; 11/9	M	newspaper	I	
11/23	M	book	I	
12/1	F	book	I	

TABLE IV TALLY

Amy	11 portrayals	10 inactive	7 male	0 +
	0 references	1 active	4 female	0 -

TABLE V

DAILY ACCOUNT FOR ANDY CAPP

Date	Initiator	Material	Purpose	Reference
1/29; 2/8	M	newspaper	I	
2/16; 2/20	M	newspaper	I	
3/2	M	newspaper	I	
3/10	M	newspaper	A	
4/6; 4/14	M	newspaper	I	
4/20; 4/27	M	newspaper	I	
6/27; 7/23	M	newspaper	I	
7/25; 7/30	M	newspaper	I	
8/22; 10/14	M	newspaper	I	
11/10; 12/12	M	newspaper	I	
12/17; 12/19	M	newspaper	I	

TABLE V TALLY

Andy Capp	21 portrayals	20 inactive	21 male	0 +
	0 references	1 active	0 female	0 -

TABLE VI

DAILY ACCOUNT FOR APT. 3G

Date	Initiator	Material	Purpose	Reference
4/14	M	newspaper	I	
9/8	F	book	I	

TABLE VI TALLY

Art. 3G	2 portrayals	2 inactive	1 male	0+
	0 references	0 active	1 female	0-

TABLE VII

DAILY ACCOUNT FOR THE BETTER HALF

Date	Initiator	Material	Purpose	Reference
1/11	F	book	A	
1/31	M	newspaper	I	
2/7	F	book	I	
2/7	M	book	I	
2/21; 3/1	M	newspaper	I	
4/6	F	book	A	
5/1	M	rules	A	
5/4	F	newspaper	I	
5/21	M	cereal box	A	
5/30	M	book	I	
6/4; 6/15	M	newspaper	I	
6/4; 6/9	F	newspaper	I	
6/28	M	book	I	
6/29	F	newspaper	I	
7/18; 8/1	M	newspaper	I	
8/7; 9/3	M	newspaper	I	
9/6	M	cereal box	A	
9/29; 10/17	M	newspaper	I	
10/19; 10/20	M	newspaper	I	
12/6	M	book	I	

TABLE VII TALLY

The Better Half	28 portrayals	23 inactive	20 male	0+
	0 references	5 active	8 female	0-

TABLE VIII

DAILY ACCOUNT FOR BEETLE BAILEY

Date	Initiator	Material	Purpose	Reference
2/2; 3/8	M	sign	I	
4/25	M	note	A	
5/30	M	newspaper	I	
8/7	M			
8/30	M	sign	A	
9/17; 10/15	M	newspaper	A	
10/20; 10/30	M	newspaper	A	
10/29	M	comic book	I	
11/7	M	book	A	

TABLE VIII TALLY

Beetle Bailey	11 portrayals	4 inactive	11 male	1+
	1 reference	7 active	0 female	0-

TABLE IX

DAILY ACCOUNT FOR BC

Date	Initiator	Material	Purpose	Reference
1/6; 1/9	M	dictionary	A	
1/10; 1/11	M	dictionary	A	
1/12; 1/13	M	dictionary	A	
1/14; 1/16	M	dictionary	A	
2/6; 2/7	M	bk of phrases	A	
2/10; 3/10	M	dictionary	A	
2/20	F	book	I	
3/8; 5/21	M	bk of phrases	A	
5/23; 6/9	M	dictionary	A	
6/1; 6/23	M	bk of phrases	A	
6/14; 6/20	M	dictionary	A	
9/10; 9/12	M	dictionary	A	
10/1; 11/6	M	dictionary	A	
9/14	M	bk of phrases	A	
9/29; 9/30	M	book	I	
10/26; 10/27	M	sign	I	
11/7; 12/10	M	dictionary	A	
11/10	M	sign	I	
11/8; 11/24	M	bk of phrases	A	
12/26; 12/28	M	dictionary	A	

TABLE IX TALLY

BC	37 portrayals	6 inactive	36 male	0+
	0 references	31 active	1 female	0-

TABLE X

DAILY ACCOUNT FOR BLONDIE

Date	Initiator	Material	Purpose	Reference
1/5; 1/20	M	book	I	
2/22	M	book	I	
2/22	F	book	I	
4/10; 6/3	M	newspaper	I	
5/11	M	magazine	I	
5/21	M	checkbook	I	
6/26; 6/28	M	newspaper	A	
7/9	M	magazine	I	+
7/27; 8/24	M	newspaper	I	
10/3	F	book	I	
11/25	M	game card	A	
11/25	F	game card	A	

TABLE X TALLY

Blondie	16 portrayals	12 inactive	13 male	1+
	1 reference	4 active	3 female	0-

TABLE XI

DAILY ACCOUNT FOR BRENDA STAR

Date	Initiator	Material	Purpose	Reference
9/25	M	note	A	
9/25	F	note	A	
10/25	M	book	A	

Table XI TALLY

Brenda Star	3 portrayals	0 inactive	2 male	0+
	0 references	3 active	1 female	0-

TABLE XII

DAILY ACCOUNT FOR DENNIS THE MENANCE

Date	Initiator	Material	Purpose	Reference
2/13; 2/21	M	book	I	
2/22; 5/6	M	newspaper	I	
3/1	M	comic	I	
3/7	M	book	I	+
3/8; 4/13	M	book	I	
3/19; 5/15	F	book	I	
5/23; 5/30	M	newspaper	I	
6/2	M	book	I	-
6/16; 7/1	M	newspaper	I	
7/3; 7/12	M	newspaper	I	
7/15; 7/24	M	newspaper	I	
7/22	M	book	I	
8/30; 10/5	M	newspaper	I	
9/30	M	book	I	+
10/7	M			-
10/8	F	book	I	
10/22; 12/28	M	book	II	
11/24	M	dictionary	I	
12/10	M	newspaper	I	

TABLE XII TALLY

Blondie	29 portrayals	29 inactive	26 male	2+
	4 references	0 active	3 female	2-

TABLE XIII

DAILY ACCOUNT FOR FAMILY CIRCUS

Date	Initiator	Material	Purpose	Reference
1/21; 4/5	M	book	I	
4/8	M	book	A	+
4/12	F	book	I	
4/17	M	book	A	
5/6	F	newspaper	I	
6/10	M	book	I	+
6/26	M	book	I	
8/23	F	menu	I	
8/26	M	map	A	
7/19; 12/22	F	book	I	
9/24	M	book	A	
10/20	F	newspaper	I	
10/22; 11/28	M	newspaper	I	

TABLE XIII TALLY

Family Circus	16 portrayals	12 inactive	10 male	2+
	2 references	4 active	6 female	0-

TABLE XIV

DAILY ACCOUNT FOR FOR BETTER OR FOR WORSE

Date	Initiator	Material	Purpose	Reference
2/2; 2/5	M	newspaper	I	
2/6; 2/10	M	newspaper	I	
2/28	M	brochure	A	
3/12	F	newspaper	I	
4/7; 5/12	M	newspaper	I	
7/27	M	newspaper	I	-
8/19; 9/20	M	newspaper	I	
8/19; 10/7	M	book	I	
8/19	F	book	I	
11/9	F	letter	I	
11/24	F	newspaper	I	
12/16; 12/17	M	newspaper	I	
12/19	M	book	I	
12/28	M	newspaper	I	

TABLE IV TALLY

For Better or For Worse				
	20 portrayals	19 inactive	16 male	0+
	1 reference	1 active	4 female	1-

TABLE XV

DAILY ACCOUNT FOR FRED BASSET

Date	Initiator	Material	Purpose	Reference
2/4; 3/13	M	newspaper	I	
3/15; 11/24	M	newspaper	I	
4/11; 12/11	M	newspaper	A	
5/16; 7/12	F	newspaper	I	
10/4	M			+
11/24	F	book	I	

TABLE XV TALLY

Fred Basset	9 portrayals	7 inactive	6 male	1+
	1 reference	2 active	3 female	0-

TABLE XVI

DAILY ACCOUNT FOR FUNKY WINKERBEAN

Date	Initiator	Material	Purpose	Reference
2/6; 2/7	M	book	A	
2/8; 2/9	M	book	A	
2/10; 2/11	M	book	A	
3/4; 4/22	M	newspaper	I	
6/11; 6/12	M	book	A	
6/13; 6/14	M	book	A	
6/15; 6/16	M	book	A	
7/17; 11/21	M	newspaper	I	
11/21	F	newspaper	I	
11/25	M	book	A	

TABLE XVI TALLY

Funky Winkerbean	18 portrayals	5 inactive	17 male	0+
	0 references	13 active	1 female	0-

TABLE XVII

DAILY ACCOUNT FOR GARFIELD

Date	Initiator	Material	Purpose	Reference
2/6	M	book	A	

TABLE XVII TALLY

Garfield	1 portrayal	0 inactive	1 male	0+
	0 references	1 active	0 female	0-

TABLE XVIII

DAILY ACCOUNT FOR HAGAR THE HORRIBLE

Date	Initiator	Material	Purpose	Reference
2/6	M	sign	A	-
3/8	M	book	I	
3/12	M	menu	A	
12/3	M			+

TABLE XVIII TALLY

Hagar the Horrible	3 portrayals	1 inactive	3 male	1+
	2 references	2 active	0 female	1-

TABLE XIX

DAILY ACCOUNT FOR HEATHCLIFF

Date	Initiator	Material	Purpose	Reference
1/10	F	newspaper	A	
1/30	M	newspaper	I	
6/9	F	book	I	
7/20	M	dictionary	I	
9/4; 10/10	M	sign	I	
10/23; 12/4	M	newspaper	I	

TABLE XIX TALLY

Heathcliff	8 portrayals	7 inactive	6 male	0+
	0 references	1 active	2 female	0-

TABLE XX

DAILY ACCOUNT FOR HI AND LOIS

Date	Initiator	Material	Purpose	Reference
1/7; 2/13	M	newspaper	I	
1/22	F	cookbook	I	
2/18; 4/2	M	newspaper	I	
4/20; 5/14	M	newspaper	I	
5/20; 9/9	M	comic	A	
6/1; 6/2	M	newspaper	I	
6/4	M	newspaper	A	
6/11; 6/21	M	book	I	
10/8; 11/3	M	newspaper	I	
10/12; 11/10	M	book	I	
10/12; 11/14	F	book	I	
11/12	M	bill	I	
11/14	M	book	I	
11/28				-

TABLE XX TALLY

Hi and Lois	23 portrayals	21 inactive	19 male	0+
	1 reference	2 active	4 female	1-

TABLE XXI

DAILY ACCOUNT FOR THE LOCKHORNS

Date	Initiator	Material	Purpose	Reference
1/8	M	magazine	A	
1/9	M	newspaper	I	
2/12	F	newspaper	A	
4/13	F	menu	I	
5/24; 6/15	M	newspaper	I	
6/14	F	book	I	
8/2				-
8/13; 9/14	M	newspaper	I	
10/22; 11/25	M	newspaper	I	

TABLE XXI TALLY

The Lockhorns	11 portrayals	9 inactive	8 male	0+
	1 reference	2 active	3 female	1-

TABLE XXII

DAILY ACCOUNT FOR MARK TRAIL

No data recorded

TABLE XXII TALLY

Mark Trail	0 portrayals	0 inactive	0 male	0+
	0 references	0 active	0 female	0-

TABLE XXIII

DAILY ACCOUNT FOR MARVIN

Date	Initiator	Material	Purpose	Reference
3/7; 4/22	M	newspaper	I	
7/15; 9/14	M	newspaper	I	
10/5; 10/8	F	book	I	
10/30; 11/18	F	book	A	
11/17	M	book	I	-
12/23	M	book	A	

TABLE XXIII TALLY

Marvin	10 portrayals	7 inactive	6 male	0+
	1 reference	3 active	4 female	1-

TABLE XXIV

DAILY ACCOUNT FOR MARY WORTH

Date	Initiator	Material	Purpose	Reference
9/2	M	book	A	
10/1; 10/14	F	newspaper	I	
10/7	M	newspaper	I	
10/8	F	book	I	
11/4	F	book	I	

TABLE XXIV TALLY

Mary Worth	6 portrayals	5 inactive	2 male	0+
	0 references	1 active	4 female	0-

TABLE XXV

DAILY ACCOUNT FOR MOMMA

Date	Initiator	Material	Purpose	Reference
2/7	M	newspaper	A	
3/25; 3/29	F	newspaper	I	
4/10	F	newspaper	A	
4/14	F	poem	A	
4/20	F	list	A	
5/11	M	dictionary	A	
5/12; 5/26	F	newspaper	A	
6/3	F	newspaper	A	
6/3; 9/29	M	newspaper	I	
8/29	F	newspaper	I	
11/7	F	newspaper	A	
11/17	M	magazine	I	
12/11	M	newspaper	I	-
12/21	F	book	I	

TABLE XXV TALLY

Momma	17 portrayals	8 inactive	6 male	0+
	1 reference	9 active	11 female	1-

TABLE XXVI

DAILY ACCOUNT FOR NANCY

Date	Initiator	Material	Purpose	Reference
1/8; 5/14	F	report	A	
1/9	F	dictionary	A	
2/26; 4/11	F	book	I	
3/6	F	newspaper	I	
3/19	F	cookbook	I	
4/5	M	book	I	+
4/9	M	sign	I	
4/9	F	sign	I	
4/10; 4/11	M	book	I	
4/10	F	book	I	+
4/13	F	cereal box	I	+
4/14	M	book	I	
7/8	F	comic	I	

TABLE XXVI TALLY

Nancy	16 portrayals	13 inactive	5 male	3+
	3 references	3 active	11 female	0-

TABLE XXVII

DAILY ACCOUNT FOR THE NEIGHBORHOOD

Date	Initiator	Material	Purpose	Reference
1/30	M	newspaper	A	
2/27; 11/13	M	book	I	
6/18	M	newspaper	I	
12/1; 12/5	M	newspaper	I	

TABLE XXVII TALLY

The Neighborhood	6 portrayals	5 inactive	6 male	0+
	0 references	1 active	0 female	0-

TABLE XXVIII

DAILY ACCOUNT FOR PEANUTS

Date	Initiator	Material	Purpose	Reference
1/24; 12/23	M	book	A	
1/18	M	letter	A	
3/8; 4/11	F	report	A	
3/11	M	book	I	
3/30	F	report	A	+
4/1	M	menu	A	
4/13; 4/16	M	book	A	
6/10; 6/18	M	letter	A	
6/27	M	letter	A	
6/20	F	letter	A	
7/7				-
7/8	M	book	I	
8/24	M	encyclopedia	A	
9/28	F	book	I	
11/10	M	list	I	

TABLE XXVIII TALLY

Peanuts	18 portrayals	4 inactive	13 male	1+
	2 references	14 active	5 female	1-

TABLE XXIX

DAILY ACCOUNT FOR ROCK CHANNEL

Date	Initiator	Material	Purpose	Reference
6/15	F	postcard	A	
11/10	M	magazine	I	
11/10	F	magazine	I	
11/14	M	newspaper	A	
11/17	M	schedule	A	
11/19; 11/23	M	game card	A	

TABLE XXIX TALLY

Rock Channel	7 portrayals	2 inactive	5 male	0+
	0 references	5 active	2 female	0-

TABLE XXX

DAILY ACCOUNT FOR STEVE ROPER

Date	Initiator	Material	Purpose	Reference
10/22; 12/3	M	newspaper	A	
12/4; 12/5	M	newspaper	A	
12/6	M	newspaper	A	

TABLE XXX TALLY

Steve Roper	5 portrayals	0 inactive	5 male	0+
	0 references	5 active	0 female	0-

TABLE XXXI

DAILY ACCOUNT FOR WIZARD OF ID

Date	Initiator	Material	Purpose	Reference
1/21	M	report	A	
3/11	M	list	A	
3/30	M	book	A	
4/8	M	note	A	
5/26	M	book	I	
5/27	M	speech	A	
5/29	M	newspaper	I	
6/3	M	magazine	I	
8/29	M	book	A	
12/8	M			-

TABLE XXXI TALLY

Wizard of Id	9 portrayals	3 inactive	9 male	0+
	1 reference	6 active	0 female	1-

TABLE XXXII

DAILY ACCOUNT FOR ZIGGY

Date	Initiator	Material	Purpose	Reference
1/16	M	catalog	I	
1/4; 1/12;	M	sign	I	
1/18; 1/20	M	sign	I	
1/23;2/4	M	sign	I	
2/7; 2/18	M	sign	I	
3/3; 3/5	M	sign	I	
3/7; 3/20	M	sign	I	
3/27; 3/31	M	sign	I	
4/4; 4/9	M	sign	I	
4/16; 4/17	M	sign	I	
4/25; 4/26	M	sign	I	
5/15; 5/21	M	sign	I	
5/23; 6/6	M	sign	I	
6/8; 6/10	M	sign	I	
6/15; 6/23	M	sign	I	
6/25; 9/15	M	sign	I	
9/3; 9/6; 9/7	M	sign	I	

TABLE XXXII (cont.)

DAILY ACCOUNT FOR ZIGGY

Date	Initiator	Material	Purpose	Reference
10/27; 11/1	M	sign	I	
11/5; 11/9	M	sign	I	
11/17; 11/23	M	sign	I	
3/16; 4/5	M	book	I	
4/3: 5/2	M	newspaper	I	
5/19	M	letter	I	
7/22; 7/24	M	book	I	
8/17; 12/13	M	book	I	
9/12; 12/17	M	newspaper	A	

TABLE XXXII TALLY

Ziggy	53 portrayals	51 inactive	53 male	0+
	0 references	2 active	0 female	0-